



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Houlton Junior High School

SAU: RSU 29 / MSAD 29

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2010-2011 NCLB Report Card



School: Houlton Junior High School
SAU: RSU 29 / MSAD 29
Grade: 07



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	92	91	99	86	86	78	30	56	10	4	89	2
	2009-2010	94	94	100	72	72	69	9	64	20	7	92	2
Female	2008-2009	52	51	98	78	78	84	25	53	14	8		
	2009-2010	43	43	100	79	79	76	12	67	14	7		
Male	2008-2009	40	40	100	95	95	73	35	60	5	0		
	2009-2010	51	51	100	67	67	62	6	61	25	8		
Caucasian/White	2008-2009	79	78	99	90	90	79	31	59	8	3		
	2009-2010	79	79	100	72	72	69	10	62	20	8		
African American/Black	2008-2009	1	1	100			60						
	2009-2010	2	2	100			53						
Hispanic	2008-2009	2	2	100			69						
	2009-2010	2	2	100			60						
Asian or Pacific Islander	2008-2009	0	0				83						
	2009-2010	0	0				77						
American Indian or Native Alaskan	2008-2009	10	10	100	50	50	64	20	30	30	20		
	2009-2010	11	11	100	64	64	56	0	64	27	9		
Economically Disadvantaged	2008-2009	49	48	98	79	79	67	10	69	15	6		
	2009-2010	51	51	100	61	61	57	0	61	27	12		
Migrant	2008-2009	0	0				63						
	2009-2010	0	0										
Students with Disabilities	2008-2009	16	16	100	25	25	39	6	19	50	25		
	2009-2010	25	25	100	36	36	28	0	36	44	20		
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Houlton Junior High School
SAU: RSU 29 / MSAD 29
Grade: 08



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	109	108	99	81	81	71	20	60	13	6	107	1
	2009-2010	96	94	98	78	78	68	21	56	19	3	92	2
Female	2008-2009	62	61	98	80	80	77	30	51	11	8		
	2009-2010	53	53	100	72	72	76	21	51	25	4		
Male	2008-2009	47	47	100	81	81	66	9	72	15	4		
	2009-2010	43	41	95	85	85	61	22	63	12	2		
Caucasian/White	2008-2009	100	99	99	80	80	72	20	60	13	7		
	2009-2010	82	81	99	81	81	69	22	59	15	4		
African American/Black	2008-2009	0	0				51						
	2009-2010	1	1	100			50						
Hispanic	2008-2009	2	2	100			66						
	2009-2010	2	2	100			57						
Asian or Pacific Islander	2008-2009	1	1	100			71						
	2009-2010	0	0				76						
American Indian or Native Alaskan	2008-2009	6	6	100	83	83	56	17	67	17	0		
	2009-2010	11	10	91	40	40	50	10	30	60	0		
Economically Disadvantaged	2008-2009	51	50	98	72	72	56	14	58	20	8		
	2009-2010	54	52	96	71	71	56	15	56	23	6		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	14	14	100	36	36	29	7	29	29	36		
	2009-2010	17	15	88	40	40	26	0	40	40	20		
Limited English Proficient	2008-2009	1	1	100			41						
	2009-2010	0	0				43						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Houlton Junior High School
SAU: RSU 29 / MSAD 29
Grade: 07



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	92	91	99	58	58	57	8	51	27	14	89	2
	2009-2010	94	94	100	61	61	60	13	48	14	26	92	2
Female	2008-2009	52	51	98	49	49	59	2	47	31	20		
	2009-2010	43	43	100	53	53	59	12	42	16	30		
Male	2008-2009	40	40	100	70	70	56	15	55	23	8		
	2009-2010	51	51	100	67	67	61	14	53	12	22		
Caucasian/White	2008-2009	79	78	99	62	62	58	8	54	27	12		
	2009-2010	79	79	100	66	66	61	15	51	13	22		
African American/Black	2008-2009	1	1	100			32						
	2009-2010	2	2	100			35						
Hispanic	2008-2009	2	2	100			47						
	2009-2010	2	2	100			42						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	0	0				72						
American Indian or Native Alaskan	2008-2009	10	10	100	30	30	39	10	20	30	40		
	2009-2010	11	11	100	45	45	46	0	45	0	55		
Economically Disadvantaged	2008-2009	49	48	98	46	46	42	2	44	31	23		
	2009-2010	51	51	100	49	49	46	2	47	12	39		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	16	16	100	6	6	23	0	6	31	63		
	2009-2010	25	25	100	24	24	25	0	24	4	72		
Limited English Proficient	2008-2009	0	0				27						
	2009-2010	0	0				36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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School: Houlton Junior High School
SAU: RSU 29 / MSAD 29
Grade: 08



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	109	108	99	35	35	52	6	29	34	31	107	1
	2009-2010	96	93	97	55	55	60	11	44	26	19	91	2
Female	2008-2009	62	61	98	43	43	54	8	34	28	30		
	2009-2010	53	52	98	38	38	60	4	35	37	25		
Male	2008-2009	47	47	100	26	26	51	4	21	43	32		
	2009-2010	43	41	95	76	76	59	20	56	12	12		
Caucasian/White	2008-2009	100	99	99	36	36	53	7	29	35	28		
	2009-2010	82	81	99	58	58	60	12	46	27	15		
African American/Black	2008-2009	0	0				31						
	2009-2010	1	1	100			34						
Hispanic	2008-2009	2	2	100			40						
	2009-2010	2	2	100			48						
Asian or Pacific Islander	2008-2009	1	1	100			60						
	2009-2010	0	0				68						
American Indian or Native Alaskan	2008-2009	6	6	100	33	33	37	0	33	33	33		
	2009-2010	11	9	82			46						
Economically Disadvantaged	2008-2009	51	50	98	28	28	36	2	26	32	40		
	2009-2010	54	51	94	47	47	45	2	45	24	29		
Migrant	2008-2009	0	0				17						
	2009-2010	0	0										
Students with Disabilities	2008-2009	14	14	100	14	14	18	7	7	0	86		
	2009-2010	17	15	88	13	13	21	0	13	20	67		
Limited English Proficient	2008-2009	1	1	100			26						
	2009-2010	0	0				29						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Houlton Junior High School
SAU: RSU 29 / MSAD 29
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99	99	79	81	71	99	99	99	57	61	63	94	94	95
		99	99		77	69		99	99		58	61			
Caucasian/White	100	99	99	84	84	71	100	99	99	61	64	64			
		100	99		79	69		100	99		61	62			
African American/Black	*	*	97	*	*	49	*	*	99	*	*	36			
		*	97		*	50		*	98		*	38			
Hispanic	*	*	97	*	*	63	*	*	99	*	*	51			
		*	99		*	59		*	100		*	46			
Asian or Pacific Islander	*	*	97	*	*	73	*	*	99	*	*	67			
		*	98		*	76		*	99		*	71			
American Indian or Native Alaskan	*	*	98	*	48	64	*	*	98	*	36	54			
		*	97		48	57		*	97		36	47			
Economically Disadvantaged	99	100	99	75	74	60	98	100	99	50	56	50			
		99	99		68	56		98	99		46	47			
Students with Disabilities	*	98	97	*	42	36	*	98	97	*	27	35			
		98	98		37	28		98	98		20	25			
Limited English Proficient	*	*	96	*	*	48	*	*	99	*	*	39			
		*	95		*	45		*	99		*	35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	9	3	3	0	0	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	7
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>